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ABSTRACT

This report provides a description and evaluation of the Elementary and Secondary Education Act Title I-funded programs for the state of Mississippi. A needs assessment survey conducted in the state indicated that 214,443 students needed assistance in reading, 189,568 needed assistance in language arts, and 194,825 needed assistance in mathematics. Of the 845 public schools and 191 private schools in the state 697 provided services under Title I. The state Title I staff conducted a pilot evaluation of selected school districts in Mississippi. A comparison of reading and mathematics revealed that students made higher gains in mathematics than in reading in most instances; however, an analysis of expenditures revealed that more Title I funds were spent for reading than for mathematics. Some concern was expressed that disadvantaged children tend to fare better at learning number concepts as opposed to learning reading skills. (Author/AM)

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ED134656

ANNUAL EVALUATION REPORT

TITLE I, ESEA

REGULAR SCHOOL YEAR

1974-75

STATE OF MISSISSIPPI

DEPARTMENT OF EDUCATION

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STATE SUPERINTENDENT

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UD 016714

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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INTRODUCTION

Title I of the Elementary and Secondary Education Act of 1965 provides an unusual opportunity for the extension of cooperative efforts between Local Educational Agencies and the State Educational Agency. These efforts include not only programmed planning, development, and implementation but also program evaluation. Evaluation of programs provides an index to program direction as well as an indication of the rate of progress. Evaluation also serves as a means of indicating the extent to which the objectives of a particular program have been reached.

The Tenth Annual Title I, ESEA Evaluation Report that follows attempts to summarize the effectiveness of programs and the educational achievement of children participating in these programs operated by local educational agencies during Fiscal Year 1975. Careful analysis of this report will provide evidence of the extent to which educationally deprived children in Mississippi benefitted from the many activities and services provided through Title I Programs.

TITLE I, ESEA

EVALUATION

REGULAR SCHOOL YEAR

1974-75

I.	Number of School Districts and Participants			
	A. School Districts		155	
	B. Participants:			
	1. Public		146,457	
	2. Private		1,153	
				147,610
II.	Total Allocations and Expenditures for FY 1975			
	A. Allocations			
	1. Part A		38,543,845	
	2. Part C		272,438	
				38,816,283
	B. Expenditures			
	1. Part A		28,854,799	
	2. Part C (FY 74)		1,619,283	
	3. Carry Over (FY 74)		8,675,166	
				39,149,248
III.	In-Service Training			
	A. Number of LEA's conducting in-service training during 1974-75			134
	B. Expenditures for in-service training during 1974-75			$89,469

UNDUPLICATED NUMBER OF PARTICIPANTS IN TITLE I

GRADE	NUMBER PUBLIC SCHOOL PUPILS	NUMBER NONPUBLIC PUPILS	TOTAL NUMBER PARTICIPANTS
Pre-School	1,068	13	1,081
Grade 1	18,883	155	19,038
Grade 2	19,354	211	19,565
Grade 3	18,793	210	19,003
Grade 4	19,270	128	19,398
Grade 5	18,684	105	18,789
Grade 6	17,933	106	18,039
Grade 7	10,304	28	10,332
Grade 8	8,274	15	8,289
Grade 9	3,135	44	3,179
Grade 10	1,688	42	1,730
Grade 11	829	52	881
Grade 12	574	44	618
Special Education	7,668		
TOTALS	146,457	1,153	147,610

Total Number Students Enrolled:	
Public Schools	510,076
Private Schools	56,965
Total Number School Age Children not enrolled in School	31,269
Total Number Students from Low-Income Families	252,551

TITLE I STAFF ASSIGNMENTS

CLASSIFICATION	NUMBER ASSIGNED
Teaching–Kindergarten	25
Teaching–Elementary	1,250
Teaching–Secondary	197
Teaching–Handicapped Children Only	428
Teacher Aides	1,933
Librarian	11
Librarian Aides	36
Supervision	211
Direction and Management (Administration)	58
Counseling	45
Psychologist	9
Testing	19
Social Work	5
Attendance	42
Nurse	118
Physician	2
Dentist	0
Dental Hygienist	9
Clerical	172
Other	147
TOTAL STAFF	4,717

SCHOOL DISTRICT ALLOCATIONS AND NUMBER OF TITLE I PARTICIPANTS

School Districts	Allocation	Participants: Public School Students	Participants: Private School Students
Adams Co.			
Natchez Sep.	642,505	2,061	118
Alcorn Co.	190,774	1,001	
Corinth Sep.	80,629	312	
Amite Co.	342,922	968	
Attala Co.	246,305	1,072	
Kosciusko Sep.	183,441	579	
Benton Co.	188,097	540	
Bolivar Co.			
Bolivar #1	287,671	1,190	
Bolivar #2	166,192	607	
Bolivar #3	222,736	605	
Bolivar #4	350,442	1,327	
Bolivar #5	197,393	750	
Bolivar #6	160,825	393	38
Calhoun Co.	262,810	1,194	
Carroll Co.	235,884	704	
Chickasaw Co.	75,268	509	
Houston Sep.	127,764	616	
Okolona Sep.	108,054	448	
Chickasaw - (93,612)			
Monroe - (14,442)			
Choctaw Co.	151,761	477	
Claiborne Co.	269,600	1,310	
Clarke Co.			
Enterprise Cons.	57,792	189	
Quitman Cons.	185,756	947	
Clay Co.	85,165	330	
West Point Sep.	241,414	750	
Coahoma Co.	677,425	2,787	
Coahoma Co. AHS	110,923	400	
Clarksdale Sep.	443,400	1,932	
Copiah Co.	279,158	1,315	
Hazlehurst Sep.	225,711	580	
Copiah-Lincoln AHS	19,729	74	
Covington Co.	261,351	1,047	
DeSoto Co.	601,209	2,396	
Forrest Co.	227,593	1,001	
Forrest Co. AHS	23,781	100	
Hattiesburg Sep.	428,634	1,444	
Franklin Co.	172,341	617	
George Co.	142,568	453	
Greene Co.	163,144	650	
Grenada Co.			
Grenada Sep.	321,034	2,091	
Hancock Co.	80,627	258	22
Bay St. Louis Sep.	81,349	390	50
Harrison Co.	333,723	1,463	35
Biloxi Sep.	336,380	794	136
Gulfport Sep.	338,598	1,055	70
Long Beach Sep.	103,956	297	16
Pass Christian Sep.	63,496	288	57
Hinds Co.	765,937	2,852	
Clinton Sep.	145,965	625	
Hinds Co. AHS	93,956	324	
Jackson Sep.	1,847,111	4,536	
Holmes Co.	696,797	1,801	140
Durant Sep.	44,936	240	
Humphreys Co.	533,937	2,374	
Itawamba Co.	142,855	548	
Itawamba Co. AHS	17,370	80	
Jackson Co.	122,992	415	6
Moss Point Sep.	209,336	660	
Ocean Springs Sep.	54,093	235	15
Pascagoula Sep.	188,666	749	180
Jasper Co.			
East Jasper Cons.	226,063	590	
West Jasper Cons.	123,572	655	
Jefferson Co.	336,069	1,665	
Jefferson Davis Co.	289,514	1,718	20
Jones Co.	363,287	1,225	
Laurel Sep.	286,660	855	
Kemper Co.	285,574	1,140	
Lafayette Co.	153,582	400	
Oxford Sep.	165,992	977	
Lamar Co.	171,781	304	
Lumberton Line Cons.	80,865	305	
Lamar - (72,643)			
Pearl River - (8,242)			
Lauderdale Co.	294,953	795	
Meridian Sep.	617,408	3,167	21
Lawrence Co.	210,131	880	
Leake Co.	256,202	1,136	
Lee Co.	243,325	1,193	
Baldwyn Sep.	69,158	315	
Lee - (29,701)			
Prentiss - (39,457)			
Nettleton Line Cons.	71,239	253	
Lee - (29,955)			
Monroe - (41,284)			
Tupelo Sep.	174,047	680	
Leflore Co.	666,252	2,667	
Greenwood Sep.	402,935	1,266	

School Districts	Allocation	Participants: Public School Students	Participants: Private School Students
Lincoln Co.	167,217	655	
Brookhaven Sep.	257,424	700	5
Lowndes Co.	286,501	1,188	
Columbus Sep.	399,760	1,230	12
Madison Co.	415,087	1,768	48
Canton Sep.	364,150	1,964	76
Marion Co.	308,237	990	
Columbia Sep.	152,155	605	
Marshall Co.	436,697	1,584	
Holly Springs Sep.	262,136	961	
Monroe Co.	113,933	340	
Aberdeen Sep.	247,707	1,200	
Amory Sep.	78,047	258	
Montgomery Co.	178,638	721	
Winona Sep.	101,828	388	
Neshoba Co.	228,834	811	
Philadelphia Sep.	104,647	521	
Newton Co.	114,507	528	
Newton Sep.	105,932	316	
Union Sep.	57,503	159	
Neshoba - (10,755)			
Newton - (46,748)			
Noxubee Co.	470,169	2,050	
Oktibbeha Co.	287,766	870	
Starkville Sep.	245,880	845	
Panola Co.			
North Panola Cons.	315,032	1,531	
South Panola Cons.	322,365	1,649	
Pearl River Co.	89,505	210	
Picayune Sep.	191,714	900	
Poplarville Sep.	90,235	294	
Perry Co.	94,907	424	
Richton Sep.	58,606	200	
Pike Co.			
North Pike Cons.	117,931	270	
South Pike Cons.	243,425	643	
McComb Sep.	263,346	842	
Pontotoc Co.	159,973	650	
Pontotoc Sep.	74,411	503	
Prentiss Co.	187,309	880	
Quitman Co.	533,646	1,409	
Rankin Co.	369,481	1,849	
Scott Co.	304,073	1,215	
Forest Sep.	72,266	348	
Sharkey Co.			
Sharkey-Issaquena Cons.	177,182	838	
Sharkey - (124,001)			
Issaquena - (53,181)			
Anguilla Line Cons.	165,237	608	
Simpson Co.	330,811	1,220	
Smith Co.	226,878	891	
Stone Co.	97,332	336	
Sunflower Co.	525,824	1,995	
Drew Sep.	261,940	513	
Indianola Sep.	310,318	1,089	
Tallahatchie Co.			
East Tallahatchie Cons.	283,657	1,200	
West Tallahatchie Cons.	358,265	1,874	
Tate Co.	305,334	1,405	
Senatobia Sep.	120,765	230	
Tippah Co.			
North Tippah Cons.	90,270	485	
South Tippah Cons.	129,638	452	
Tishomingo Co.	112,367	660	
Iuka Sep.	27,448	144	
Tunica Co.	448,718	1,366	
Union Co.	139,172	630	
New Albany Sep.	131,560	486	
Walthall Co.	263,333	1,664	
Warren Co.	218,234	940	
Vicksburg Sep.	385,309	1,348	
Washington Co.			
Greenville Sep.	772,289	2,362	73
Hollandale Sep.	281,749	805	
Leland Cons.	290,083	1,062	
Western Line Cons.	240,673	740	
Washington - (216,978)			
Issaquena - (23,695)			
Wayne Co.	344,236	1,532	
Webster Co.	171,169	865	
Wilkinson Co.	330,081	1,041	
Winston Co.			
Louisville Sep.	336,626	1,323	
Yalobusha Co.			
Coffeeville Cons.	144,426	574	
Water Valley Cons.	95,328	480	
Yazoo Co.	356,128	1,400	
Yazoo City Sep.	290,010	1,200	17
Holly Bluff Line Cons.	80,548	290	
Yazoo - (69,474)			
Sharkey - (11,074)			
Low-Income Children	38,643,845		
Institution for Neglected and Delinquent	260,069		
Schools for Handicapped	371,136		
Juvenile Delinquent in Correctional Institution	43,067		
TOTALS	39,208,117	146,457	1,153

NUMBER OF PARTICIPANTS BY INSTRUCTIONAL ACTIVITY AND COST

ACTIVITY	PARTICIPANTS					EXPENDITURES	
	Kinder-garten	Grades 1-6	Grades 7-12	Total	No. of LEA's	Amount*	% of Total Expenditures
Art		406	59	465	1	7,998	.03
Business Education			3,234	3,234	2	31,403	.11
Handicapped: Mentally Retarded		6,108	1,044	7,152	87	1,634,965	5.67
Hard of Hearing		268	35	303	7	97,072	.34
Industrial Arts			1,147	1,147	5	77,037	.16
Kindergarten	462				5	151,999	.53
Language Arts		25,177	7,468	32,645	59	2,552,193	8.85
Mathematics		62,417	11,468	73,885	121	6,011,190	20.83
Music		833		833	1	23,297	.08
Natural Science		407	16	423	3	22,323	.08
Other Vocational Education			296	296	3	63,022	
Physical Education & Recreation		1,783	15	1,798	2	17,390	.06
Reading		89,543	14,964	104,494	145	10,779,254	37.36
Social Science			16	18	1	6,733	.02
Speech Therapy		5,995	493	6,488	52	388,991	1.35
	TOTAL COST AND PERCENTAGE					21,864,867	75.47

NUMBER OF PARTICIPANTS BY SUPPORTIVE ACTIVITY AND COST

ACTIVITY	PARTICIPANTS					EXPENDITURES	
	Kinder-garten	Grades 1-6	Grades 7-12	Total	No. of LEA's	Amount*	% of Total Expenditures
Attendance		20,879	5,046	25,925	32	161,104	.56
Clothing		1,525	445	1,970	14	11,955	.04
Food		450		450	1	9,000	.03
Guidance-Counseling		29,964	6,345	36,309	35	382,843	1.33
Health-Dental		44,045	8,149	52,194	75	360,846	1.25
Health-Medical		57,496	12,007	69,503	93	748,184	2.59
Library		8,639	573	9,212	7	130,810	.45
Psychological		820	135	955	6	12,795	.04
Social Work		762	484	1,246	2	16,936	.06
Testing		68,956	35,523	103,879	77	346,496	1.20
Transportation		400		400	1	1,920	
Special Services for Handicapped		96		96	3	19,229	.07
Other Services		4,934	1,072	6,006	10	78,313	.27
	TOTAL COST AND PERCENTAGE					2,280,431	7.92

*Expenditures indicated in this table do not represent Parts A and C carry-over funds for Fiscal Year 1974. These expenditures represent Fiscal Year 1975 Part A allocations to LEA.

1. READING

	Extent To Which Objective Has Been Achieved		
	Substantial	Some	Little or None
Grades 1-3	102	48	15
Grades 4-6	90	54	17
Grades 7-9	39	35	11
Grades 10-12	7	7	7

2. LANGUAGE ARTS

	Extent To Which Objective Has Been Achieved		
	Substantial	Some	Little or None
Grades 1-3	23	12	2
Grades 4-6	19	13	2
Grades 7-9	14	18	3
Grades 10-12	2	4	2

3. MATHEMATICS

	Extent To Which Objective Has Been Achieved		
	Substantial	Some	Little or None
Grades 1-3	78	32	14
Grades 4-6	73	34	14
Grades 7-9	30	19	5
Grades 10-12	5	2	4

4. HEALTH SERVICES

	Extent To Which Objective Has Been Achieved		
	Substantial	Some	Little or None
Grades 1-3	46	10	2
Grades 4-6	44	7	1
Grades 7-9	23	2	0
Grades 10-12	5	2	1

5. GUIDANCE AND COUNSELING

	Extent To Which Objective Has Been Achieved		
	Substantial	Some	Little or None
Grades 1-3	14	4	0
Grades 4-6	16	3	0
Grades 7-9	8	3	0
Grades 10-12	3	2	1

6. ATTENDANCE

	Extent To Which Objective Has Been Achieved		
	Substantial	Some	Little or None
Grades 1-3	14	3	2
Grades 4-6	11	6	2
Grades 7-9	5	5	2
Grades 10-12	2	2	2

7. SPECIAL EDUCATION

	Extent To Which Objective Has Been Achieved		
	Substantial	Some	Little or None
Grades 1-3	39	28	6
Grades 4-6	39	24	3
Grades 7-9	14	10	2
Grades 10-12	2	2	0

8. SPEECH

	Extent To Which Objective Has Been Achieved		
	Substantial	Some	Little or None
Grades 1-3	29	13	4
Grades 4-6	24	17	3
Grades 7-9	7	6	3
Grades 10-12	0	5	1

9. LIBRARY

	Extent To Which Objective Has Been Achieved		
	Substantial	Some	Little or None
Grades 1-3	4	1	0
Grades 4-6	4	1	0
Grades 7-9	2	1	0
Grades 10-12	0	1	0

10. TESTING

	Extent To Which Objective Has Been Achieved		
	Substantial	Some	Little or None
Grades 1-3	7	1	0
Grades 4-6	7	1	0
Grades 7-9	4	1	0
Grades 10-12	0	1	0

The tables below show the average grade equivalent gains for students in grades 2-8 in reading and mathematics for a randomly selected number of school districts across the state. These tables also show the number of school districts involved and the number of students represented in each grade.

READING

GRADE	NUMBER SCHOOLS	NUMBER STUDENTS	AVERAGE G. E.
2	24	3,091	.9
3	24	2,235	.8
4	23	2,445	.7
5	20	2,382	.9
6	19	2,281	.8
7	10	1,206	.5
8	10	779	.7

14,419

MATHEMATICS

GRADE	NUMBER SCHOOLS	NUMBER STUDENTS	AVERAGE G. E.
2	18	2,038	.9
3	18	1,367	1.5
4	18	1,414	1.0
5	16	1,491	1.0
6	14	1,560	1.1
7	6	635	1.1
8	6	420	.7

8925

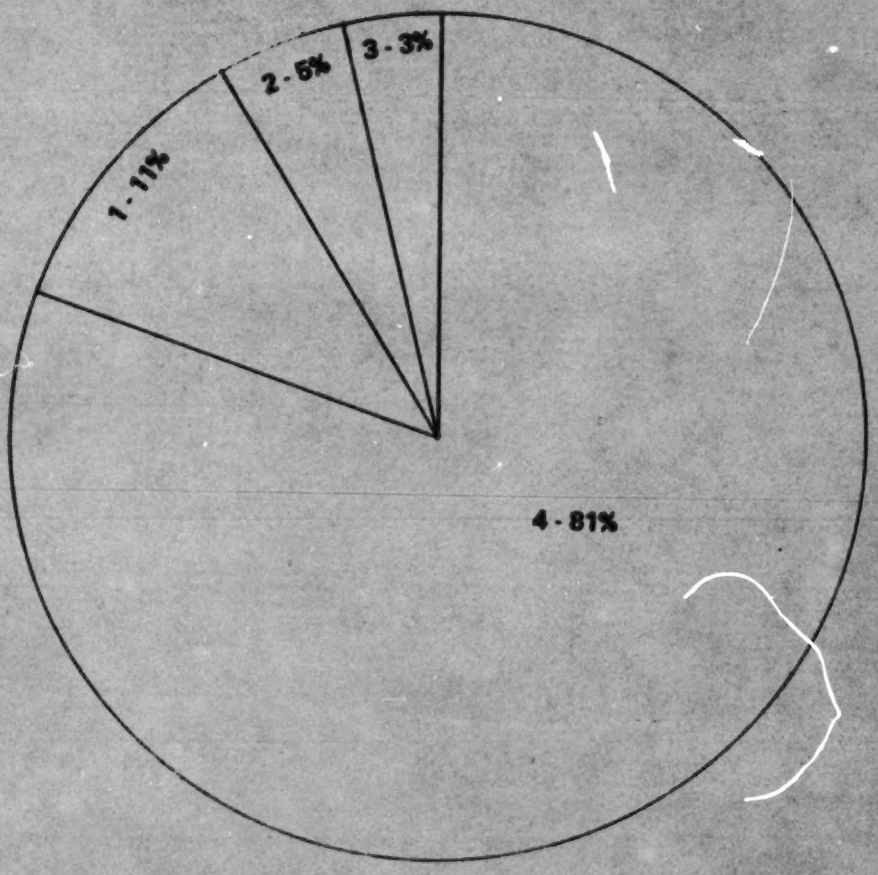
A comparison of student gains in reading and mathematics reveals that students in grades 3-7 made higher gains in mathematics than in reading. Students in grades 2 and 8 made the same gains in reading and math.

No major significance has been attached to these revelations, but it is suspected, however, that disadvantaged students learn reading and number skills at about the same rate in the early grades. It is also suspected that motivation is a factor in the junior high grades. The data in these tables was collected from a randomly selected group of school districts across the state. No attempt was made to classify school districts in any manner whatsoever. Therefore, the districts here represent a wide range of sizes of student population, types of district, size of allocation, program design, etc.

TITLE I, ESEA

FISCAL YEAR 1975

PERCENTAGE OF PERSONNEL EMPLOYED BY CLASSIFICATION



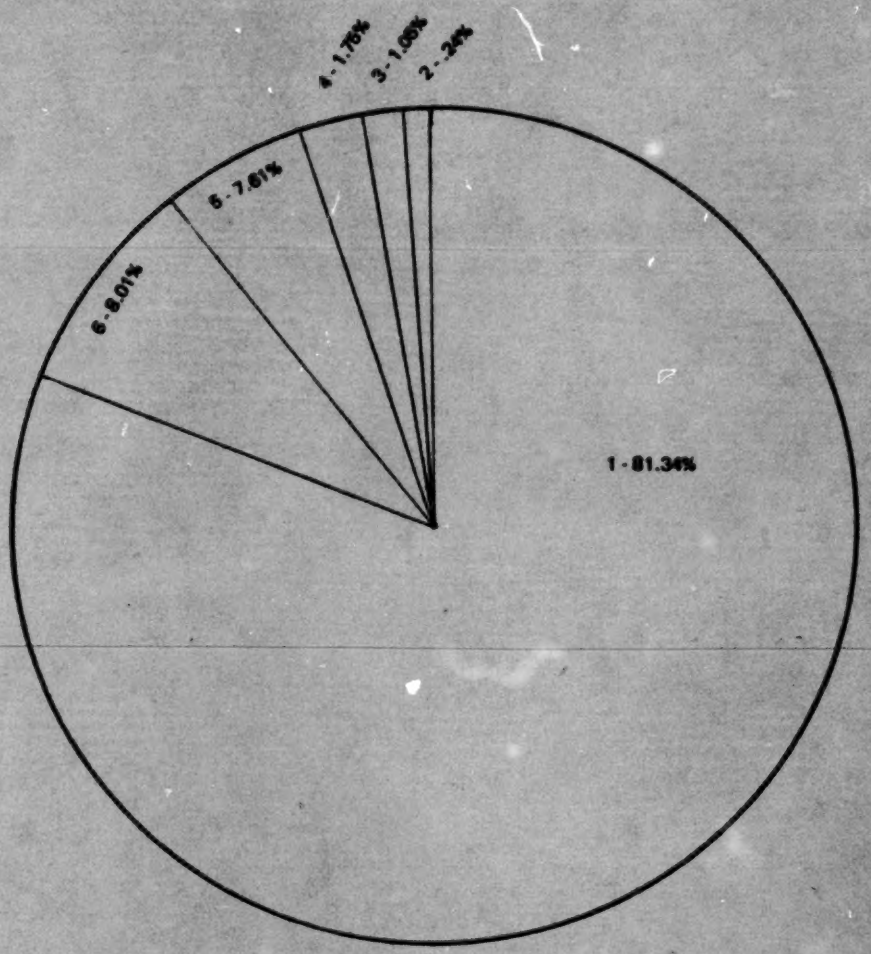
1 - Supportive Personnel 2 - Clerical Administrative 3 - Other Personnel 4 - Teachers and Aides

LEA EFFORTS TO MEET PUPIL NEEDS

The needs of children in target school areas are determined each project year by a needs assessment survey. The SEA provides to each LEA model forms to be used as a guide in assessing the needs of children residing in target areas in reading, language arts, and mathematics as well as other support services. As indicated by needs assessment survey forms submitted with project applications by LEA, there were 214,443 students needing assistance in reading, 189,568 students needing assistance in language arts, and 194,825 students needing assistance in mathematics. Of the 845 public schools and 191 private schools in the state 697 public schools and 34 private schools provided services under Title I, ESEA for educationally deprived children. The table on the preceeding page reflects the extent to which LEA personnel is attempting to meet the special educational needs of educationally deprived children in these districts.

MISSISSIPPI TITLE I, ESEA EXPENDITURES

FISCAL YEAR 1975



1. Instruction
2. Construction
3. Equipment
4. Administration
5. Other
   a. Operation of Plant
   b. Maintenance of Plant
   c. Fixed Charges
6. Services

LEA EXPENDITURES

Construction has continually declined for the past three years to a mear twenty-four one-hundredth of one percent in 1975. More effort is being placed on instruction as reflected by 81.34 percent of Title I expenditures going for these services. It is apparent that officials of local school districts of this state are endeavoring to gear Title I to meeting the special educational needs of the deprived children in their districts. State Title I staff have worked with local district personnel in planning and designing programs to enhance the level of achievement of students participating in Title I activities. LEA officials are realizing more and more that the needs of educationally deprived children can be best served through a strong educational program rather than expanded facilities and equipment. This realization is strengthened by improved pupil achievement as reflected by test scores participating students.

A comparison of grade equivalent scores by area

READING

GRADE	AREA I	AREA II	AREA III	AREA IV	AREA V	AREA VI
2	.7	.8	1.1	1.1	.6	.8
3	.7	.9	.7	.9	1.2	.6
4	.6	.7	.9	.7	.7	.7
5	.9	.5	1.1	1.0	.9	.7
6	.8	.6	.9	.7	1.1	.7
7	.9	.6		.5	.2	.8
8	.6	.4	.7	1.5	.2	.9

MATHEMATICS

GRADE	AREA I	AREA II	AREA III	AREA IV	AREA V	AREA VI
2	1.1	.8	1.0	1.1	.8	.6
3	1.1	1.1	1.1	.9	.8	.8
4	1.1	.8	1.1	1.1	.9	.9
5	1.2	.9	1.1	.9	.9	.8
6	1.8	.9	1.1	.7	.9	1.1
7	1.1	.8		1.7	.6	
8	.8	.7		.8	.4	

FIELD SERVICE AREAS

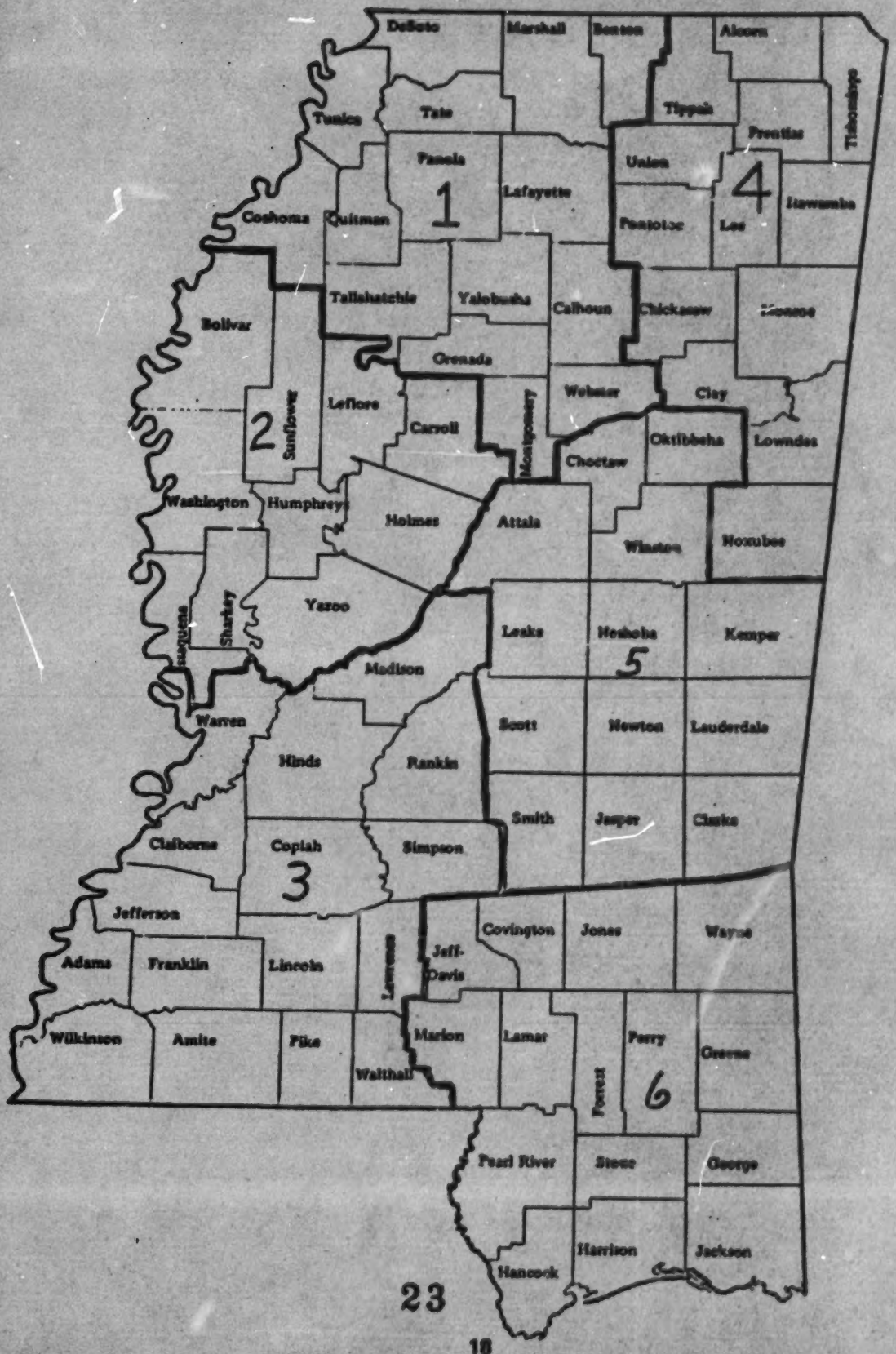
For purposes of Title I, Mississippi is divided into areas. There are six (6) such areas in the state with a professional staff person assigned to each area from the field service section of the State Title I office. There are two (2) Field Service Supervisors with each responsible for three areas and there are six professional staff persons, one for each of the six areas. The area field service personnel work closely with the LEA's of their area in the planning and implementation of the Title I programs. The grade equivalent gains on the preceeding page do not reflect the extent of the area field person's efforts, but they do indicate to a large degree the LEA personnel's willingness to carry out program activities designed to meet the special educational needs of the educationally deprived children in their school districts.

A comparison of reading and mathematics reveal that students made higher gains in mathematics than in reading in most instances. However, a closer examination of expenditures reveal that a greater amount of Title I funds were expended for reading than for mathematics. Some concern is expressed by many that disadvantaged children tend to fare better at learning number concepts as opposed to learning reading skills.

TITLE I, ESEA

GEOGRAPHICAL AREAS

FIELD SERVICES



TITLE I, ESEA
EVALUATION

REGULAR SCHOOL YEAR
1974-75

PROJECT PROFILES
OF
LOCAL EDUCATIONAL AGENCY EVALUATIONS

PROJECT PROFILE

REGULAR SESSION 1975-76

I. Aberdeen Separate School District, P. O. Box 607, Aberdeen, Mississippi

II. Contact Person: Mrs. Billie Cork, Title I Program Supervisor

III. Cost: $247,809.00; Part A-$187,931.00; Part C-$11,101.00; Carry-over-$48,777.00.

IV. Major Emphasis: Pre-School, Reading, Mathematics, Language Arts, Guidance, and Health.

V. Description: The Title I instructional staff of four supervisors, ten teachers, and twenty-three teacher aides plus the supportive service staff of one nurse and one nurse's aide provided special supplementary instructional activities and supportive services in the above designated major emphases for 821 participants in grades K-8 who had been identified on the basis of standardized test data as educationally deprived students. Twenty-three minimum program teachers were involved in the current project.

The kindergarten program was conducted on a full-day schedule during the last five months of the school term to help 23 children from low-income families prepare for first grade. One teacher and one full-time aide provided experience and activities to develop each child's readiness for learning. Academic skills, as well as personal and social skills, were emphasized.

Twenty of the participants scored average or above on a standardized readiness test at the end of the project.

Part C funds were used to provide special reading readiness classes for beginning first year students who scored below average on the Metropolitan Readiness Test at the beginning of school. Sixty-nine first year students received supplementary readiness and special reading instruction daily in 45 minute classes of 12 to 18 students under a Title I reading teacher and one full-time aide. Forty-seven students scored on grade placement or above on a standardized achievement test at the end of school.

Supplemental reading, math, and language arts programs were used with the lowest achievers in grades one through four through the assistance of fourteen teacher aides working under the direction and supervision of regular classroom teachers. A math supervisor also worked with this group. Some of the programs used were DISTAR and Sullivan Programmed Reading.

Remedial reading classes averaging from 14 to 15 pupils per class were conducted by five teachers, each with a full-time aide, for grades two through eight. This remedial instruction was provided daily on a small group and/or individual basis during 45-minute periods. A variety of material, media, and methods were used to improve each student's reading ability.

Supplementary help in math was provided in grades five through eight by remedial math classes averaging 13 to 14 pupils and taught daily by three Title I teachers, each assisted by a full-time aide. These classes used I M S (Individualized Mathematics System), which provides a placement test followed by pre and post tests and specific prescriptions in eleven different areas of math skills at the child's designated level of performance.

Special language arts instruction was provided for sixty-five fifth and sixth graders by one Title I teacher and one full-time aide. Units covered included capitalization, punctuation, usage, dictionary skills, letter-writing, and handwriting. Classes were limited to approximately twelve students per class.

A full-time guidance and test supervisor provided these services for the 821 Title I students. Tests used included the California Achievement Test as a pre and post test in grades one through eight; the Lee-Clark Reading Readiness Test as a pre and post test in kindergarten; and the Otis-Lennon Mental Ability Test and the Slosson Intelligence Test. The counseling part involved 102 contacts with parents, including 45 conferences and 26 home visits. Fifty teachers were involved in conferences and 58 students received individual and/or group counseling.

Health services were provided by a nurse and one aide who screened all Title I students in grades K-8 for visual, hearing, dental and physical problems. Necessary corrections were provided for low income students. Forth-five students were sent to the ophthalmologist, eleven of these with Title I funds. Thirty-six students were given medical attention, and fifty-seven students were screened by a dentist with sixteen receiving needed dental work. All kindergarten children were given physicals by a pediatrician.

The stated goals in the project application were reached in some areas. In all areas definite progress was made. The following information indicates this progress.

Title I Students Making A Gain Of 1.0 Or More

Grade	Reading	Language Arts	Math
1	63%	52%	56%
2	47%	59%	50%
3	45%	66%	64%
4	39%	73%	70%
5	56%	78%	71%
6	41%	72%	67%
7	43%		66%
8	80%		71%

PROJECT PROFILE

REGULAR SESSION 1975-76

I. Amite County School District, P. O. Box 190, Liberty, Mississippi

II. Contact Person: Mrs. Maude Barney, Coordinator

III. Cost: $348,202.50; Part A-$191,795.00; Part C-$14,844.00; Carry-over-$141,563.50

IV. Major Emphasis: According to our needs survey conducted in April, 1974, the high priority needs for the educationally deprived children in our four schools were in reading, language arts and math, in that order. The thrust of Amite County Title I, ESEA program is to provide supplementary instruction and materials in these areas in an effort to raise the level of performance of these designated pupils.

V. Description: Our Title I program for 1974-75 was planned to strengthen education for the children who are having learning problems. Title I funds supplemented the regular program of education in providing special instruction and materials with the hope of overcoming learning difficulities and thus furnishing these children opportunities for success in their environments.

The 817 children who participated in the Title I program were selected by needs assessment data achievement test scores and accumulative record data.

Reading - Because reading is a basic skill for learning in all areas, we concentrated on developing and strengthening reading skills in the first six grades. Eight special reading teachers with aides to assist them worked in Title I rooms with small groups of children with reading difficulties after they had had reading instruction by their regular teachers. For diagnostic purposes, the Metropolitan Readiness Test was used in first grades and the Fountain Valley Teacher Support System in grades 2-8.

MacMillan Readers were used as the basal program. Title I provided supplementary programs and materials such as the Hoffman Program, Learning with Laughter, Human Value Series, Reader's Digest Skill Builders, Scholastic Kits, S R A Reading Lab, Scholastic Paperbacks, for each child to keep as his own, E.B. Press's Corrective Reading Program, reading games, puzzles, records, filmstrips, transparencies, workbooks, and other printed materials.

Language Arts - Since language arts and reading skills are interrelated, our ten language arts teachers and eight language arts aides worked to help children improve their reading, writing, speaking, and listening skills. Pupils in grades 3-8 whose weaknesses in those areas had been identified by testing were given supplementary instruction in small groups in Title I rooms by Title I teachers and aides.

The language arts teachers used the same types of materials as described in the reading program. Sounds of Language and Mott's Language Arts Programs were used effectively. Multi-media materials paid for by Title I helped Title I teachers provide better remedial instruction to their students.

Mathematics - The eight Title I math teachers and four aides gave special instruction in small groups to students in grades 3-8 needing help in mastering basic mathematical skills. These instructors had access to various materials and equipment to help give these pupils a better understanding of math concepts.

Results of standardized tests show considerable educational growth of the children served by Title I. However, the overall effectiveness of our whole Title I program can not be measured objectively. Most teachers agree that desirable attitudes and interests shown by Title I pupils are largely due to our Title I Program.

PROJECT PROFILE

REGULAR SESSION 1975-76

I. Anguilla Line Consolidated School District, P. O. Box 196, Anguilla, Mississippi

II. Contact Person: James W. Nicholson, Jr., Title I Program Director

III. Cost: $167,909.00; Part A-$101,868.00; Part C-$7,045.00; Carry-over-$58,996.00

IV. Major Emphasis: The major thrust of the Title I project in the schools of this district was in reading, language arts, and math. As a complement to these programs, the supportive areas of science and health services were used.

V. Description: During planning sessions a study of the needs assessments indicated that the majority of the students in the district were underachieving. Particularly low achievement scores were recorded in reading, language arts, math, and science. These areas were chosen to receive the emphasis of this year's instructional efforts.

Classes in remedial reading and remedial math in the high school and remedial language arts, remedial math, and remedial science in the elementary school were set up. Teaching materials and equipment accumulated through previous projects plus materials and supplies purchased this year were used to support individual and small-group instruction. Students' weaknesses were diagnosed,

and students were then grouped homogeneously. Rooms for Title I instruction were set up apart from the regular classrooms and equipped with audio-visual aids and other teaching media relating to the ongoing Title I activities. Title I instructional personnel included twelve teachers, a learning center coordinator, six aides, and an audio-visual director and counselor.

The health services offered consisted of eye and mouth examination followed by corrections when necessary.

In-service training for teachers and aides began with summer workshops and pre-session orientation and was regular and continuous throughout the remainder of the year. Consultants from Mississippi universities and the Mississippi State Department of Education, school supply representatives, and local district personnel constituted the leadership for the in-service training.

School officials feel that this project has provided a valuable assistance to the school district efforts. Evaluation shows that progress was made toward all objectives and the overall project was a success.

PROJECT PROFILE

REGULAR SESSION 1975-76

I. Attala County School District, Kosciusko, Mississippi

II. Contact Person: Frank Y. Gowan, Title I Coordinator

III. Cost: $217,863.00; Part A-$198,182.00; Part C-$12,130.00; Carry-over-$7,551.00

IV. Major Emphasis: Reading, Mathematics and Language Arts

V. Description: Students who needed supplementary instructional activities of the Title I project were selected according to needs as shown by data from the needs assessment and achievement tests. Supportive services consisted of a testing program administered by teachers under the direction of the coordinator and supervisor of reading and mathematics. The supplementary instructional activities were given in the areas of reading, mathematics and language arts, and were conducted as follows:

1. Title I Reading and Mathematics Centers

These centers, located in each schools, are supportive to the reading and mathematics programs in the regular curriculum. They provided extensive skill-building exercises and criterion-referenced testing. In addition, each center, particularly at upper grade level, provided activities designed to stimulate the students' awareness of values of both functional and pleasure reading. Also, activities were provided that helped to develop basic mathematical concepts.

Long Creek School operated four such centers (2nd grade, 3rd grade, 4th grade and a center combining 5th, 6th and 7th grades staffed with title teachers and aides).

Greenlee School operated a primary reading-mathematics center and a separate center in reading and in mathematics for the middle grades, also staffed by title teachers and aides.

Carmack operated a lower elementary center and an upper center with one teacher and an aide.

In Zama School, one center served all eight grades with one teacher.

II. Title I Classroom Aides in Reading and Mathematics

A. Long Creek:

The first grade in this school operated with four district teachers in an open area setting. The Title I aides operated within this broad area under the direction of the district teachers. Aides were also assigned to teachers within the second grade classrooms to provide supplementary work with small groups under the direction of the teacher.

B. Greenlee:

Classroom aides were provided in the first grade (reading and mathematics); second and third grades (one full time aide in reading and one in mathematics). These aides provided reinforcement activities for those children who seemed most likely to be able to perform within regular classroom ranges with minimal Title I assistance.

III. Language Arts

Long Creek, Zama, Carmack, Ethel and McAdams provided Title I assistance for eligible students in grades seven and eight. In

the centers used for reading, emphasis was on the development of those communication skills needed to function adequately in today's world.

IV. Special Education

Two special education classes were conducted at Long Creek that provided instruction to meet the needs of twenty students participating.

PROJECT PROFILE

REGULAR SESSION 1975-76

I. Benton County School District, Ashland, Mississippi

II. Contact Person: Mrs. W. M. Young, County Superintendent

III. Cost: $165,247.00; Part A-$129,783.00; Part C-$7,486.00; Carry-Over-$27,978.00

IV. Major Emphasis: Reading, supported by Health Services.

V. Description: Benton County's number one priority, as indicated by the needs assessment, was reading. The Title I Reading Program was conducted in addition to the regular classroom program of instruction and was designed to give extra assistance to the educationally deprived student. Efforts were made to provide experiences in the classroom which were lacking in Title I students' backgrounds and necessary for the conceptual development of vocabulary. Visual and verbal experiences with pictures drawn from magazines, newspapers, and photographs were introduced into the classroom. Efforts were made to first introduce a word or concept, relating to a picture, into the student's oral vocabulary and then into his reading vocabulary. Experiences in movement, touch, acting out letters, words, and concepts with the body were structured and encouraged. Concrete objects within the classroom were labeled in order to develop word symbol and meaning association. During structured planning sessions, coordination of instruction between the Title I reading teachers and teachers of Title I students was developed.

Efforts have been made for both groups of teachers to supplement and complement the others' efforts.

Necessary skills relating to reading readiness and not developed in the preschool environment of the educationally disadvantaged student, were taught at the beginning of the school year in Title I classes and regular classes. Great emphasis was placed on the skills of following directions and the related listening skills. Underachievers were instructed first to follow directions with their bodies, then by manipulating concrete objects, and finally by responding to instructions with paper and pencils. Listening skills such as auditory discrimination, listening to identify proper sequence, listening to distinguish the relevant from the irrelevant, listening for the main idea, and listening for the meaning of words are used in context.

Efforts to expose the disadvantaged student to the total reading process were made. Title I children were read to by regular classroom teachers each day, and other facets of reading such as story-telling, puppetry, pantomine, role playing, and creative dramatics were also used. Art and music activities were utilized to create further involvement in reading and the classroom.

Because of the differences in dialect of the disadvantaged students in Benton County from the standard English in basal texts, the Language Experience Approach to teaching reading was used in both Title I and regular classes to supplement the basal program in the regular classrooms and the skills approach used in the Title I reading classes. The Language Experience Approach was used to teach basic sight words to Title I children and for involving the same

children in reading by having them read their own language. All Title I students dictated or wrote, illustrated, and bound their own books. These books were treated as library books and could be checked out and read by all children in the program. Effective techniques in classroom management and coordination between Title I teachers and regular classroom teachers and between Title I teachers and Title I aides have contributed greatly to the success in the Benton County Title I Reading Program. A child centered curriculm is the basic structure for the Title I Reading Program. The results of this program are a significant elevation in reading achievement scores and the intellectual, emotional, and physical involvement of Benton County Title I students in the reading process and the public school classroom.

The good health of the Title I child is essential for optimum growth and achievement therefore, the major objectives of the Title I health program was to provide health services, and stimulate the development of attitudes and practices which would enable each child to realize his fullest potential in the Title I reading program.

We believe that the health of the target child, although basically the responsibility of parents, is also the responsibility of many organizations including the department of education. The obligations of the school health services include health appraisal of the target child; informing and interpreting the results to parents; encouraging and motivating their efforts to follow through on the recommendations of the teachers, school nurse and family physician in order that each child may function at his maximum level both socially and academically. We strive to provide

instruction and positive learning experiences that will enable the Title I students to make intelligent decisions about personal, family, and community involvement as he becomes a member of the adult citizentry of this great nation.

PROJECT PROFILE

REGULAR SESSION 1975-76

I. Bolivar County School District III, P. O. Box 28, Shelby, Mississippi

II. Contact Person: Richard Henry, Title I Coordinator

III. Cost: $189,691.00; Part A-$179,411.00; Part C-$10,280.00

IV. Major Emphasis: Remedial Reading, Remedial Mathematics, Guidance and Testing, Learning Media coordinators, Aides, and Dissemination of information.

V. Description: Reading - It is the utmost importance that a good foundation for reading be laid during the early school years. With this in mind, the teachers set forth to achieve our primary objective of the reading program. This objective was to do everything possible to enable all pupils to achieve their fullest potentialities.

Proper instruction for each individual child was based on each pupil's strength and limitation in the basic reading skill area.

Realizing that no one method would be successful with all children, the teachers employed a variety of methods and techniques to help meet the needs of the individual child.

Remedial instruction in reading was part of the reading program in grades 1-9. The remedial reading program was designed to give additional drills, reteach and reinforce those skills that are essential in learning how to read.

The Hoffman Reading Program was initiated in the first grade (Shelby School) and the primary remedial reading classes which has been very helpful in that it further enhances the progress of the students.

As a result of Part C funds, we purchased additional materials and supplies, and one aide to work with grades one and two at Brooks School to help strengthen the reading program which has proved to be beneficial to the children.

The post-test results indicated that significant progress had been achieved by Title I participants in some grades since the pre-test. The growth by grades are as follows:

1st Gr.	2nd Gr.	3rd Gr.	4th Gr.	5th Gr.	6th Gr.	7th Gr.	8th Gr.	9th Gr.
1.7	.8	.7	.8	.5	.3	.2	.3	1.1

Mathematics - Special emphasis was placed on remedial mathematics, grades 1-7, at schools Brooks and Shelby. Mathematical skills and objectives were to increase skills by .6 of a grade. Children were identified by standardized test and classified by grade equivalency. Special materials such as flash cards, prepared tapes, seat drills, were used to improve basic knowledge of mathematics. Goals were maintained as shown by the following improved grade equivalency scores:

1st Gr.	2nd Gr.	3rd Gr.	4th Gr.	5th Gr.	6th Gr.	7th Gr.
1.0	.7	.9	.9	.8	.8	.7

Learning Center Coordinators - Shelby School and Brooks School maintained learning centers for Title I participants.

Two medial specialists, one assigned to each school played records, tapes and showed filmstrip. In addition to this they read stories and assisted participants in the selection of books and periodicals. Student progress and participation was evidence of the success of the program.

Guidance, Counseling & Testing - Counseling and guidance was available to all students participating in the Title I project. One counselor assisted the supervisors in reading and mathematics in presenting a pre and post testing program to Title I participants. Records were maintained and posted to individual folders. Goals were achieved by assisting students determine their goals and capabilities.

Teacher, Media and Material Aides - Aides assisted teachers by dividing children into smaller groups and allowing for more individualized and smaller group instruction. The media aide assisted in the learning center in support of reading activities, whereas the material aide had charge of equipment, materials, and assisted in the preparation of Title I reinforcement skills. Media and Material Aides were assigned grades 6-9 at Broad Street.

Dissemination of Information - Two thousand pamphlets concerning progress of students in all Title I activities were distributed to parents, students, PTA, advisory committee members, and to the State Department of Education.

PROJECT PROFILE

REGULAR SESSION 1975-76

I. Coffeeville Consolidated School District, P. O. Box K, Coffeeville, Mississippi

II. Contact Person: Harold H. Jones, Title I Coordinator

III. Cost: $141,780.00; Part A-$136,310.00; Part C-$3,162.00; Carry-over-$2,308.00

IV. Major Emphasis: Supplemental assistance in reading and math for students below grade level in grades 1-8.

V. Description: A coordinator, 2 supervisors, 8 teachers, 10 aides, and a clerk comprised the Title I staff of the Coffeeville District. These personnel worked in a program to bring remedial classes and supplemental help to 574 elementary reading and 450 elementary math students who were working below grade level.

A remedial reading and math teacher with aides were assigned to all four schools in the district to conduct six forty-five minute classes each day for students who came to these special classes out of free periods for extra help.

A reading supervisor and a math supervisor worked with the teachers assisting them in instructional methods and helping select the best material for these students.

Aides worked with the remedial classes and went into the first and second grade classrooms to give individual assistance to Title I students in these grades.

In the reading program, the following materials were used to supplement the basal program: Houghton Mifflin, Harcourt Brace, Open Court, EPC and SRA Labs, BRL Sullivan and Hoffman reading programs.

Math materials included BRL Sullivan, Hoffman, EPC and McCormack labs, Houghton Mifflin workbooks, and Ginn remedial texts.

Title I aides and teachers participated in in-service training sessions conducted by University consultants. These sessions dealt with methods, individual differences, testing and use of materials.

For evaluation, the California Achievement Test was given during the first and last month of the school term. Results show an average gain of .8 in Reading and .9 in Math.

PROJECT PROFILE

REGULAR SESSION 1975-76

I. Copiah County School District, P. O. Box 192, Crystal Springs, Mississippi

II. Contact Person: Mr. James Malcolm Chapman, Title I Coordinator

III. Cost: $284,389.00; Part A-$252,233.00; Part C-$11,860.00; Carry-over-$20,296.00

IV. Major Emphasis: In the academic areas of reading, math and special education providing supplementary materials and instruction for educationally deprived students was a major thrust of Title I. To make the above more effective health, speech therapy and guidance services were incorporated into the program. To provide for the individual instruction of educationally deprived and mentally retarded students, special education and remedial classes were provided.

V. Description: Instructional activities for 1974-75 project year included reading, math, and special education. The overall purpose of the three activities was to meet the needs of the educationally deprived student. Students were selected for the math and reading programs on the basis of the CAT. A reading program was conducted in grades 1-8.

In grades 1-6 an aide was assigned to work with the teachers of reading. The aides worked with the Title I students in small

groups under the direction and supervision of the teacher. In addition students in grades 4-6, who showed the greatest needs, were given an additional 30 minutes of reading each day by one of five remedial reading teachers. In grades 7 and 8 the students came from a study hall each day to a remedial reading class. This class also attempted to provide for individual reading problems.

The math program functioned in the same basic manner. All classroom teachers had an aide to assist Title I students during the regular math class in grades 1-6. In grades 4-6, the students needing extra special help were assigned to a math lab in addition to the regular math class. In the lab, a program was developed to meet the needs for each individual student.

In grades 7 and 8 students needing help camefrom a study hall period to remedial math each day. On the basis of diagnostic testing, a math program was developed for the students.

Six classes for EMR students were provided in part by Title I. The purpose was to design a program for each child which would best meet his needs.

A qualified elementary counselor added much to the program. He was very effective in the area of testing, counseling with students, teachers and parents, home visitations, and referrals. This person added greatly to the team concept in the developmental approach to the student's education.

The nurse and nurse's aide worked not only to overcome health deficiences but spent much time in preventive health services. All of the Title I students were screened for hearing, dental and sight deficiencies. Those needing corrections were referred for professional services. The students learned of the importance of health and nutrition in their development. Sessions with Title I students were held by the health team in the areas in dental care, growth and development, and nutrition.

A speech therapist worked with approximately 60 students. The students were screened and then approved for the services by the regional screening committee. The sessions were conducted with small groups and on an individual basis.

In our opinion, the Title I personnel working together as a team greatly benefited the Title I students both educationally and socially.

PROJECT PROFILE

REGULAR SESSION 1975-76

I. Covington County School District, P. O. Box 346, Collins, Mississippi

II. Contact Person: Mrs. Mary Alma Redmon

III. Cost: $261,351.00; Part A-$209,985.00; Carry-over-$51,366.00

IV. Major Emphasis: To bring the educationally deprived child up to grade level in reading and math in grades one through six.

V. Description: Educationally deprived children were identified by the use of standardized tests, teacher evaluation and past performance.

Identified children were examined by Health Services of the Title I program to see if they had physical handicaps that contributed to their slow rate of progress.

Parents of children who were found to have auditory, visual, or dental defects were notified, so they might take them for complete examininations and correction.

Parents who were not financially able to have the corrections made were referred to agencies that could help them. Financial aid was provided by Title I funds in a few cases where no other funds were available.

Health Services of Title I found one hundred sixteen (116)

children who had visual defects, one hundred fourteen (114) who had defects of the nose and throat, twenty-one (21) who had defects of the ears, three hundred one (301) who had defects of the skin and scalp, fifty (50) who had defective speech, two hundred sixty-five (265) who had defective teeth and four hundred five (405) who had problems of personal hygiene.

Title I funds were use to pay for dental work for fifty (50) children, eyeglasses for twenty-three (23) children and medical aid for four children. Some items for personal hygiene were provided for children who were in need of them.

Twenty (20) Title I teachers and thirteen (13) aides were employed by ESEA Title I to instruct and assist children who are significantly below grade level to develop at their optimum rate.

In Collins Schools, eight (8) Title I teachers and four (4) aides taught supplementary classes in reading and math. Three (3) teachers were assigned to the first grade, one (1) to the second grade, two (2) to the third grade, one (1) to the fourth and fifth grades and one (1) to the sixth grade. Three (3) of the aides assisted children in grades one through five and one (1) assisted children in the sixth grade.

In the Hopewell School, one (1) Title I teacher taught children from the first grade, one (1) taught children from the second grade, one (1) taught children from the third grade and one (1) taught children from the fourth, fifth and sixth grades. Three (3) aides assisted these teachers and their students.

In the Mount Olive School, one (1) Title I teacher taught supplementary classes in reading and math in the first grade, one (1) in the second grade, one (1) in the third grade and one (1) in the fourth, fifth and sixth grades. Three (3) aides assisted these teachers and children.

In the Seminary School, one (1) Title I teacher taught supplementary classes in reading and math to children from the first grade, one (1) taught children from the second grade, one (1) taught children from the third and fourth grades, and one (1) taught children from the fifth and sixth grades. Three (3) aides assisted these teachers and their students.

A variety of workbooks, supplementary textbooks and programmed material was used to teach reading and math.

The objective of the program was to gain 1.0 points, as measured by California Achievement Tests, or a year's growth in the ability to read and to use math.

The program made progress toward the stated goal.

PROJECT PROFILE

REGULAR SESSION 1975-76

I. Enterprise Consolidated School District, P. O. Box 177, Enterprise, Mississippi

II. Contact Person: Mr. Bobby D. Brewer

III. Cost: $61,094.00; Part A-$52,661.00; Part C-$3,302.00; Carry-over-$5,131.00

IV. Major Emphasis: Major emphasis was placed on a developmental approach to reading in grades 1-5, and a remedial approach to reading in grades 6-8. A strong kindergarten program was used to prepare pre-school children for first grade.

V. Description: The developmental reading program was conducted by one teacher aide and two reading teachers. The aide was assigned to the first grade to assist teachers in working with those students who were designated Title I students. The aide assisted teachers by working with students in small groups to provide additional help in developing reading skills.

One Title I teacher was assigned to the second and third grades and one Title I teacher was assigned to the fourth and fifth grades to assist teachers in developing reading skills of those students designated as Title I students. These teachers worked about 30 minutes each day with each group of students.

One Title I teacher was assigned to the 6, 7, and 8 grades to work with small groups of students who were reading below grade level. This teacher worked about 30 minutes each day with each group of students.

Kindergarter was conducted by a teacher and 3 aides. Readiness tests indicated that this program was very effective in preparing disadvantaged children for first grade work.

Most students made substantial progress as indicated by standardized tests.

PROJECT PROFILE

REGULAR SESSION 1975-76

I. Pontotoc Separate School District, Pontotoc, Mississippi

II. Contact Person: Mr. Billy Sanders, Title I Coordinator

III. Cost: $114,069.46; Part A-$64,552.36; Part C-$4,251.00; Carry-Over-$45,266.10

IV. Major Emphasis: Reading (Grades 1-7), Mathematics (Grades 1-7), Language Arts (Grades 8-9), Learning Disabilities (Grades 2-7), Speech Therapy (Grades 1-7), Special Education (Grades 1-7).

V. Description: Emphasized by the Title I program of the Pontotoc Municipal Separate School District were reading and mathematics. The Title I activities included reading in grades 1-7, mathematics in grades 1-7, learning disabilities in grades 2-7, speech therapy in grades 1-7, special education in grades 1-7, and language arts in grades 8-9.

A great deal of emphasis and interest was manifested in the reading program. This was done because of an awareness of the importance of this area in all academic learning. Much effort was put into motivation and teaching the basic skills. Students within the classrooms were grouped according to ability. Small group and individualized instruction was utilized and students were allowed to progress at their own rate.

Materials were used on many different levels and from many different interests. These materials contributed much to the progress attained by the students.

The math program was supplemented by programmed math materials, suitable to the level of the student. These materials allowed the teacher to give individualized help to many more students than the traditional math program.

The special education program was conducted for mentally retarded students. Materials were used in the program to give these mentally retarded students a chance to experience success and achievement in some way every day. It was further designed to meet the individual needs of the students in order that they might reach the highest level of their potential. Also, it gave these students experiences that will help them live a richer and fuller life. Two professional teachers, supported by one aide, were used in carrying out this program.

The learning disabilities program was conducted in grades 1-7. Materials and professional help was given to these students. The help included diagnosing the learning disability, providing experience that helped these students to overcome these disabilities, and to give these students a chance to succeed so that they might have a better life.

The speech therapy program was conducted in grades 1-7. Materials and professional help was given to these students. The help included diagnosing the speech problem, and providing experiences and activities that helped these students to overcome these speech problems and to give these students a chance to succeed so that they might have a better life.

In the language arts program in the Pontotoc High School (grades 8-9), individualized and small group instruction was utilized

in order that students might progress at their own rate of speed. Materials were used on many different levels and for many different interests. These materials contributed much to the progress attained by the students.

PILOT EVALUATION
TITLE I, ESEA
FISCAL YEAR 1975

OVERVIEW

For the past several years, much concern has been expressed about the effectiveness of Title I in meeting the special educational needs of educationally deprived children in our society. This concern has come from many segments of our population, from parents to educators, from citizens to legislators, professional people, skilled or non-professional, and even students themselves. Many critics of Title I have advocated a complete abandonment of funding Title I by the U. S. Congress because of lack of evidence of its success. Proponents of Title I have renounced this concept and have contended its effectiveness in eliminating many of the ills which plague and hinder the children of deprived circumstances from achieving their academic potential. The state Title I staff supports the positive concept of Title I and believe in its worth in building self-image, providing learning experiences; and thereby new fields of learning never before realized by victims of deprived environments.

In an effort to supply evidence of pupil progress and validate Title I's claim of success, the state Title I staff decided to do a special evaluation of selected school districts in Mississippi. This evaluation effort is considered a pilot evaluation because of its structure or design. During the spring of Fiscal Year 73 letters were sent out to all school districts in the state discussing some type of pilot evaluation for Fiscal Year 74. A request was made for a response from those interested in participating in such an effort. From the responses

received from local school officials, a selection of seven (7) school districts was made. These schools were selected from various sections or areas of the state giving a wide representation in the project. After a determination of school districts was made, they were then contacted and agreements to participate in the pilot evaluation project were finalized.

Representatives from some of the pilot school districts were asked to come to the state Title I office and meet with SEA evaluation personnel for Title I. During this meeting final plans and specifications were completed for the pilot evaluation study. These specifications were then prepared and copies mailed to each of the participating school districts. (copy is enclosed)

During the implementation of the pilot study SEA evaluation staff maintained supervision of the schools involved. Working with one grade (3rd grade) the district randomly selected participants for the pilot study. The specifications were to be followed implicitly if the results were to be valid. Most of the pilot school districts did an excellent job in carrying on the pilot evaluation project.

Forms were later developed for the collection of data on the pilot evaluation study. Special recognition is given to Title I staff personnel of the Humphreys County School District for their help in finalizing and printing these forms. The evaluation forms were mailed to each participating school district before the end of the school year. The data were collected and supplied to the SEA by July 1, 1975.

This study hopes to prove that Title I is effective in meeting the special educational needs of the educationally deprived children it serves. It also hopes to prove that the effectiveness of Title I can be determined by randomly selecting school districts in the state with a randomly selected group of participants in these schools.

The findings of this study cannot be considered conclusive because of many variables and limitations in conducting the study. There is also an apparent need for additional experimentation with a broader representation of school districts with students selected from all grade levels in the program. However, the study does provide encouragement in the belief that this can be a model for evaluating the effectiveness of Title I in meeting its objective.

FISCAL YEAR 1975

Activity: Reading

PILOT EVALUATION OF TITLE I PROJECTS

DISTRICT	NO. WEEKS PROGRAM OPERATED	NO. STUDENTS		NO. HRS. INSERVICE TRAINING			NO. TEACHERS IN PROJECT		NO. AIDES: ASSIGNMENTS		SUPERVISION			
		ELIGIBLE	PARTICIPANTS	TITLE I TEACHERS	AIDES	OTHERS	TITLE I	REGULAR	TITLE I TEACHERS	REGULAR TEACHERS	NO. SUPRS.	NO. VISITS	*NATURE OF VISITS	AVERAGE LENGTH OF VISITS
Canton Sep.	36	198	27	78	60	55	2	4	2	2	4	311	1-70 2-89 3-95 4-57	30 Min. 45 Min. 45 Min. 45 Min.
Claiborne Co.	28	43	39	20	20	0	1	4	2	0	1	50	1-10 2-15 3-15 4-10	30 Min.
Harrison Co.	35	84	24	20	45	0	0	12	0	9	2	280	1-31 2-25 3-209 4-14	30-45 Min.
Hazlehurst Sep.	28	27	15	86	50	53	2	6	4	2	2	37	1-6 2-12 3-15 4-4	30 Min.
Hinds Co.	36	0	61	16	3-1/2	7	8	10	1/2	0	2	157	1-11 2-13 3-113 4-20	3 Min.
Humphreys Co.	36	252	46	60	60	60	2	5	2	5	4	658	1-71 2-162 3-340 4-85	20 Min.
Newton Sep.	36	54	27	44	44	44	1	4	0	2	0	7	1-4 3-3	30 Min.

*Indicate: "1" if visits were for demonstration purposes
"2" if for assistance to teacher
"3" if for observation purposes
"4" if for request from teacher for assitance

Give the number for each category. Examples: 1, 40 or 2, 20

FISCAL YEAR 1975

Activity: Mathematics

PILOT EVALUATION OF TITLE I PROJECTS

DISTRICT	NO. WEEKS PROGRAM OPERATED	NO. STUDENTS		NO. HRS. INSERVICE TRAINING			NO. TEACHERS IN PROJECT		NO. AIDES: ASSIGNMENTS		SUPERVISION			
		ELIGIBLE	PARTICIPANTS	TITLE I TEACHERS	AIDES	OTHERS	TITLE I	REGULAR	TITLE I TEACHERS	REGULAR TEACHERS	NO. SUPRS.	NO. VISITS	*NATURE OF VISITS	AVERAGE LENGTH OF VISITS
Canton Sep.	33	9	25	55	47-1/4	14	2	2	2	0	4	138	1- 2- 3- 4-	25 Min.
Claiborne Co.	28	43	36	20	20	0	0	4	0	1	1	40	1-5 2-15 3-8 4-12	30 Min.
Harrison Co.		NO MATH ACTIVITY												
Hazlehurst Sep.	28	25	13	57	50	32	0	6	0	6	2	48	1-5 2-21 3-11 4-11	30 Min.
Hinds Co.	36	0	42	11-1/2	2	1	7-1/2	12	1/2	0	1		1-3 2-28 3-25 4-8	30 Min.
Humphreys Co.	36	206	37	60	60	60	1	5	1	3	3	514	1-66 2-143 3-264 4-51	25 Min.
Newton Sep.	36	27	23	44	44	44	1	4	0	2	0	7	1-4 3-3	30 Min.

*Indicate: "1" if visits were for demonstration purposes
"2" if for assistance to teacher
"3" if for observation purposes
"4" if for request from teacher for assitance

Give the number for each category. Examples: 1, 40 or 2, 20

FISCAL YEAR 1975

PILOT EVALUATION OF TITLE I PROGRAMS

Name and Form of Test Used, For Both Pre-Test and Post-Test

Pre-Test Metropolatin Achievement Test

Post-Test Metropolatin Achievement Test

Activity: Reading

AGE (Years and Months)	MEAN % RAW SCORE: NON-TITLE I STUDENTS		DIFFERENCE	MEAN % RAW SCORE: PILOT PARTICIPANTS		DIFFERENCE
	PRE-TEST	POST-TEST		PRE-TEST	POST-TEST	
7.7 - 8.6	51	66	15	23	32	9
8.7 - 9.6	42	59	17	19	32	13
9.7 - 10.6	33	49	16	31	35	4
10.7 - 11.6				7	29	22
	MEAN GE NON-TITLE I STUDENTS		DIFFERENCE	MEAN GE PILOT PARTICIPANTS		DIFFERENCE
	PRE-TEST	POST-TEST		PRE-TEST	POST-TEST	
7.7 - 8.6	3.4	4.3	.9	2.1	2.5	.4
8.7 - 9.6	3.0	3.8	.8	1.8	2.5	.7
9.7 - 10.6	2.6	3.3	.4	2.5	2.7	.2
10.7 - 11.6				1.1	2.4	1.3

Number of Schools in Pilot Evaluation using above Test 1

Average Number of Days of Instruction Between the Pre and Post Testing Periods 131

FISCAL YEAR 1975

PILOT EVALUATION OF TITLE I PROGRAMS

Name and Form of Test Used, For Both Pre-Test and Post-Test

Pre-Test CAT

Post-Test CAT

Activity: Reading

AGE (Years and Months)	MEAN % RAW SCORE: NON-TITLE I STUDENTS		DIFFERENCE	MEAN % RAW SCORE: PILOT PARTICIPANTS		DIFFERENCE
	PRE-TEST	POST-TEST		PRE-TEST	POST-TEST	
7.7 - 8.6	50	55	5	31	35	4
8.7 - 9.6	45	53	8	26	31	5
9.7 - 10.6	78	80	2	28	30	2
10.7 - 11.6						

	MEAN GE NON-TITLE I STUDENTS		DIFFERENCE	MEAN GE PILOT PARTICIPANTS		DIFFERENCE
	PRE-TEST	POST-TEST		PRE-TEST	POST-TEST	
7.7 - 8.6	2.6	3.3	.7	1.2	2.2	1.0
8.7 - 9.6	2.5	3.1	.6	1.1	2.1	1.0
9.7 - 10.6	2.7	3.4	.7	1.1	2.1	1.0
10.7 - 11.6						

Number of Schools in Pilot Evaluation using above Test 5

Average Number of Days of Instruction Between the Pre and Post Testing Periods 143

FISCAL YEAR 1975

PILOT EVALUATION OF TITLE I PROGRAMS

Name and Form of Test Used, For Both Pre-Test and Post-Test

Pre-Test Metropolatin Achievement Test

Post-Test Metropolatin Achievement Test

Activity: Mathematics

AGE (Years and Months)	MEAN % RAW SCORE: NON-TITLE I STUDENTS		DIFFERENCE	MEAN % RAW SCORE: PILOT PARTICIPANTS		DIFFERENCE
	PRE-TEST	POST-TEST		PRE-TEST	POST-TEST	
7.7 - 8.6	37	56	19	23	34	11
8.7 - 9.6	40	57	17	24	36	12
9.7 - 10.6	37	49	12	28	34	6
10.7 - 11.6	37	57	20	17	23	6
	MEAN GE NON-TITLE I STUDENTS		DIFFERENCE	MEAN GE PILOT PARTICIPANTS		DIFFERENCE
	PRE-TEST	POST-TEST		PRE-TEST	POST-TEST	
7.7 - 8.6	2.7	3.5	.8	1.9	2.5	.6
8.7 - 9.6	2.9	3.6	.7	1.9	2.6	.7
9.7 - 10.6	2.7	3.3	.6	2.1	2.5	.4
10.7 - 11.6	2.7	3.6	.9	1.7	1.9	.2

Number of Schools in Pilot Evaluation using above Test 1

Average Number of Days of Instruction Between the Pre and Post Testing Periods 131

FISCAL YEAR 1975

PILOT EVALUATION OF TITLE I PROGRAMS

Name and Form of Test Used, For Both Pre-Test and Post-Test

Pre-Test California Achievement Test

Post-Test California Achievement Test

Activity: Mathematics

AGE (Years and Months)	MEAN % RAW SCORE: NON-TITLE I STUDENTS		DIFFERENCE	MEAN % RAW SCORE: PILOT PARTICIPANTS		DIFFERENCE
	PRE-TEST	POST-TEST		PRE-TEST	POST-TEST	
7.7 - 8.6	48	61	13	35	53	18
8.7 - 9.6	48	62	14	35	53	18
9.7 - 10.6	74	84	10	24	28	4
10.7 - 11.6						
	MEAN GE NON-TITLE I STUDENTS		DIFFERENCE	MEAN GE PILOT PARTICIPANTS		DIFFERENCE
	PRE-TEST	POST-TEST		PRE-TEST	POST TEST	
7.7 - 8.6	2.6	3.4	.8	1.6	2.7	1.1
8.7 - 9.6	2.4	3.3	.9	1.5	2.6	1.1
9.7 - 10.6	2.8	3.6	.8	1.1	2.1	1.0
10.7 - 11.6						

Number of Schools in Pilot Evaluation using above Test 5

Average Number of Days of Instruction Between the Pre and Post Testing Periods 144

EVALUATION OF TITLE I, ESEA PROGRAMS

Fiscal Year 1975

I. Selection of LEAs and Pupil participants:

1. A selected number of local districts are to comprise a pilot evaluation project - preferably those who volunteer.

2. Only the third grade will be involved in pilot program.

3. A randomly selected group of children will be involved in program, all third graders in the areas of reading, language arts, and mathematics if all three activities are approved in the project.

4. No consideration will be given to age of children in the third grade who participate in the program.

5. Only third grade students reading one or more grades below grade level are eligible to participate in pilot project.

II. Test Administration

1. There will be two separate catagories of sampling:

   a. Those tested at the beginning of the school year (1st month of school)

   b. Those who will not be tested at the beginning of the school year; whose post test last spring will be used as pre test this school year.

2. Participants will be tested separately from regular students but will be tested with other Title I students.

3. Persons other than the regular teachers of these students are to administer tests.

4. Teachers may serve as test monitors unless otherwise restricted from testing area.

5. All participants in pilot project are to be post tested in April or May of 1975, exact dates to be announced later.

III. Instruction:

1. Participants are to be taught as all other Title I students with no extra effort because of their selection.

2. Teachers are not to know the identity of selected participants during the period of the instructional activity.

3. Accurate record should be kept of each participant's attendance.

4. Regular teachers should give same instructional effort to Title I children as none Title I children.

5. Pupils should be evaluated periodically to determine rate of progress and/or if instruction is being effective.

IV. Data requested for study:

1. Selected participants are to be grouped according to ages for reporting purposes only. Age is as of beginning of school year.

2. Mean percent of raw score for each age group is to be reported.

3. Mean per cent of raw score for total group is to be reported.

4. Mean grade equivalent scores for each age group are to be reported.

5. Mean grade equivalent score for total group is to be reported.

V. Controls:

1. From list of identified Title I participants, arranged in alphabetical order, select every fifth (5th) child. A separate list is to be established for each activity approved in the project (reading, language arts, and mathematics.)

2. Selection of participants shall be from multiple schools and multiple sections within each school within the districts.

3. Teachers and principals should be informed through formal means that their school is participating in a pilot study. This may be done by local officials and/or State Title I evaluation personnel. No specific details should be given except that this is an effort to evaluate the effectiveness of the instructional program including Title I.

4. Close supervision and frequest visitations by both local personnel and State Evaluation personnel will be a part of the pilot program.

5. Teachers are to record methods utilized in instruction (e.g. individualized instruction, small group instruction, etc.) and length of class periods.

6. Teachers are to record materials, supplies, and equipment utilized in instruction as well as basal texts and other instructional aids.

7. Teachers should indicate the use of aides and/or team teaching approach if applicable.

8. Supervisors should record number of visits to each classroom, observations, and length of visits. Also indicate any assistance, demonstrations, suggestions and/or requests from teachers for assistance.

FISCAL YEAR 1975

PILOT EVALUATION OF TITLE PROJECTS

Name of LEA _____ Project No. _____

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY

Include a progress report for EACH instructional activity operated according to the following outline. Each question should be answered for each instructional activity. Do not leave blanks. Attach additional pages as needed.

1. Instructional activity evaluated in this report _____

2. Indicate the person(s) doing this evaluation.

   ( ) Coordinator

   ( ) Counselor

   ( ) Classroom teacher

   ( ) Principal

   ( ) Other (specify) _____

Name and Title of the person primarily responsible for evaluation of this activity.
Telephone Number _____

3. Indicate, in number of weeks, the length of time this activity operated _____

4. Indicate the number of third-grade children eligible for Title I programs, not participating in this activity: _____ ; the number in the Pilot Project: _____ .

5. Indicate the number of hours of inservice training for Title I teachers: _____ ; for aides: _____ ; for non-Title I teachers: _____ .

Describe the involvement of the coordinator, supervisors, principals, counselors, teachers, and aides in the inservice. Indicate who conducted the training, the types of activities, where they were conducted, and the nature of the training. (If you need more space than that below, attach an additional sheet.)

6. List the specific objective(s) of this activity. _____

_____

List some of the behavioral objectives of this activity. (If you need more space than that below, attach an additional sheet.)

7. Supply specific information requested on student achievement.

Gain Expected (Months' Growth)	Number Exceeding Expected Gain	Number Reaching Expected Gain	Number Reaching 76–99% of Expected Gain	Number Reaching 51–75% of Expected Gain	Number Reaching 26–50% of Expected Gain	Number Reaching 1–25% of Expected Gain
Number Making No Gain: _____ Number of Regressions: _____						

8. Additional Statistical Data

NO. TEACHERS INVOLVED IN PILOT PROJECT		NO. OF AIDES; ASSIGNMENTS		AVERAGE AMOUNT OF TIME A CHILD PARTICIPATED IN THE ACTIVITY			ATTENDANCE	
Title I	Regular	Title I Teachers	Regular Teachers	No. Periods Per Week	Length of Class Periods	Class Size	No. of Participants	Yearly ADA

INSTRUCTION		SUPERVISION; NO. OF SUPERVISORS: _____		
Method (e.g., Team Teaching)	Teaching Aids*	No. of Class Visits	Average Length of Visits	Nature of Visits**

* Indicate "A" if materials, supplies, and equipment were adequate; indicate "I" if they were inadequate.

** Indicate "1" if visits were for demonstration purposes; "2" if for assistance to teacher; "3" if for observation purposes; "4" if for request from teacher for assistance.

Give the number for each category. Example: 1, 40; or 2, 20.

9. Test Data

Name and form of test used, for both pre-test and post-test:

_____

Date of pre-test: _____

Date of post-test: _____

Exact number of days of instruction between the two tests: _____

AGE (Years and Months)	Mean % Raw Score; Non-Title I Students; Pre-Test	Mean % Raw Score; Non-Title I Students; Post-Test	GAIN	Mean % Raw Score; Pilot Participants; Pre-Test	Mean % Raw Score; Pilot Participants; Post-Test	GAIN
7.7–8.6						
8.7–9.6						
9.7–10.6						
10.7–11.6						
	Mean GE Non-Title I Students; Pre-Test	Mean GE Non-Title I Students; Post-Test	GAIN	Mean GE Pilot Participants; Pre-Test	Mean GE Pilot Participants; Post-Test	GAIN
7.7–8.6						
8.7–9.6						
9.7–10.6						
10.7–11.6						

10. State in narrative form any special program features, successes, problems, recommendations, etc., of this activity that you feel warrant consideration in this evaluation. (If you need more space than that below, attach an additional sheet.)